

3.4 LISTENING

STANDARD 3.4 (LISTENING)

ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.

Preschool Learning Expectations	3.4.K.A. Active Listening Kindergarten	3.4.1.A. Active Listening Grade 1	3.4.2.A. Active Listening Grade 2	3.4.3.A. Active Listening Grade 3	3.4.4.A. Active Listening Grade 4
Expectation 1: Children will listen and respond to environmental sounds, directions and conversations.	<i>By the end of Kindergarten, students will:</i> 1. Listen fully to understand instructions or hear daily messages.	<i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i> 1. Listen and respond appropriately to directions.	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i> [Comprehensive Health & P.E. 2.2.2.A.4 Demonstrate effective communication & listening skills]	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i>
	2. Listen to identify main characters and events in stories.		1. Listen critically to identify main ideas and supporting details.		
	3. Listen to rhymes and songs to begin developing an understanding of letter/sound relationships.	4. Listen to a spoken word to produce another word that rhymes with it.			
		2. Listen to hear initial, final, and eventually middle sounds in words.			3. Interpret vocabulary gained through listening.
1.3 Listens for various purposes (e.g., demonstrate that a response is expected when a question is asked:).		3. Listen to a familiar text being read to begin tracking print.		1. Connect messages heard to prior knowledge and experiences.	1. Listen actively for a variety of purposes such as enjoyment and obtaining information Vignette-Page 55, 58, 76, 79, 82.
			2. Begin to distinguish between types of speech (e.g., a joke, a chat, a warning).		2. Listen attentively and critically to a variety of speakers Vignette-Page 55, 58, 76, 79, 82
			3. Listen and contribute to class discussions.		
1.4 Shows interest, pleasure and enjoyment during listening activities by responding with appropriate eye contact, body language and facial expressions.				2. Exchange information through verbal and nonverbal messages.	

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3.4.5.A. Active Listening Grade 5	3.4.6.A Active Listening Grade 6	3.4.7.A. Active Listening Grade 7	3.4.8.A. Active Listening Grade 8	3.4.12.A. Active Listening Grade 12
<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i>
		2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.	<u>2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.</u>	
1. Listen actively for a variety of purposes such as enjoyment and obtaining information.	1. Listen actively for a variety of purposes such as enjoyment and obtaining information.			
2. Listen attentively and critically to a variety of speakers.	2. Listen attentively and critically to a variety of speakers.			
		1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).	<u>1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).</u>	
3. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message.	3. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message.	3. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message.	3. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message.	
4. Recognize and analyze persuasive techniques while listening.	4. Recognize and analyze persuasive techniques while listening.	4. Recognize persuasive techniques and credibility in oral communication.	<u>4. Recognize persuasive techniques and credibility in oral communication.</u>	<u>2. Listen skillfully to distinguish emotive and persuasive rhetoric.</u>

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Expectation 1: Children will listen and respond to environmental sounds, directions and conversations.		By the end of <i>Kindergarten</i> , students will:	Building upon knowledge and skills gained in the preceding grade, by the end of <i>Grade 1</i> , students will:	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 2</i> , students will:	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 3</i> , students will:	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 4</i> , students will:

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<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i>
5. Recognize the rich and varied language of literature (e.g., listen to a recording of poetry or classic literature).	5. Recognize the rich and varied language of literature (e.g., listen to a recording of poetry or classic literature).			
6. Listen to determine a speaker's purpose, attitude, and perspective.	6. Listen to determine a speaker's purpose, attitude, and perspective.	5. Listen to determine a speaker's purpose, attitude, and perspective.	5. Listen to determine a speaker's purpose, attitude, and perspective.	
7. Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.	7. Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.	6. Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.	6. Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.	
				1. Explore and reflect on ideas while hearing and focusing attentively.
				3. Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.

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Preschool Learning Expectations	3.4.K.B. Listening Comprehension Kindergarten	3.4.1.B. Listening Comprehension Grade 1	3.4.2.B. Listening Comprehension Grade 2	3.4.3.B. Listening Comprehension Grade 3	3.4.4.B. Listening Comprehension Grade 4
Expectation 1: Children will listen and respond to environmental sounds, directions and conversations.	<i>By the end of Kindergarten, students will:</i> 1. Listen attentively to books teacher reads to class.	<i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i>
	2. Answer questions correctly about books read aloud.	5. Respond appropriately to questions about stories read aloud.			
		1. Listen to make predictions about stories read aloud.			
1.1 Follows oral directions that involve several actions.		2. Follow simple oral directions.	1. Follow one- and two- step oral directions.	1. Follow two-and three-step directions.	6. Follow three-and four-step oral directions. Vignette-Page 55
			[Mathematics 4.4.2.D.1 Follow simple sets of directions]	[Mathematics 4.4.3.D.1 Follow, devise, and describe practical sets of directions]	[Mathematics 4.4.4.D.1 Follow, devise, and describe practical sets of directions]
		3. Recall information from listening to stories, poems, television, and film.		2. Listen to a story read aloud and/or information from television or film, and summarize main ideas.	3. Demonstrate competence in active listening by interpreting and applying received information to new situations and solving problems. Vignette-Page 76,79,82
1.2 Identifies sounds in the environment and distinguish among them (e.g., a phone ringing, animal sounds, etc.).		4. Retell, reenact, or dramatize stories or parts of stories heard.			
		6. Begin to track print when listening to a familiar text being read or when rereading their own writing.			

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<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i>
5. Follow three-and four-step oral directions.	5. Follow three and four-step oral directions.			
2. Demonstrate competence in active listening by interpreting and applying received information to new situations and in solving problems.	2. Demonstrate competence in active listening by interpreting and applying received information to new situations and in solving problems.			<u>1. Listen to summarize, make judgments, and evaluate.</u>

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Expectation 1: Children will listen and respond to environmental sounds, directions and conversations.		By the end of <i>Kindergarten</i> , students will:	Building upon knowledge and skills gained in the preceding grade, by the end of <i>Grade 1</i> , students will: 7. Ask questions for clarification and explanation of stories and ideas heard.	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 2</i> , students will:	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 3</i> , students will:	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 4</i> , students will: 2. Develop listening strategies (e.g., asking questions and taking notes) to understand what is heard. Vignette-Page 82
				2. Develop a strong listening vocabulary to aid comprehension and oral and written language growth.		
					3. Paraphrase information shared by others.	
				[World Languages 7.1.2.A.1 Demonstrate comprehension of simple oral directions, commands, and requests through appropriate physical response]		1. Demonstrate competence in active listening through comprehension of a story, interview, and oral report of an event or incident. Vignette-Page 58 76, 82
						4. Make inferences based on an oral report or presentation.
						5. Describe how language reflects specific regions and/or cultures.

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3. Ask pertinent questions, take notes, and draw conclusions based on information presented. Vignette-Page 109	3. Ask pertinent questions, take notes, and draw conclusions based on information presented. Vignette-Page 109	5. Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions. Vignette-Page 109	<u>5. Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.</u> Vignette-Page 109	
			6. Paraphrase a speaker's purpose and point of view.	
1. Demonstrate competence in active listening through responding to a story, interview, or oral report (e.g., summarizing, reacting, retelling). Vignette-Page 131	1. Demonstrate competence in active listening through responding to a story, interview, or oral report (e.g., summarizing, reacting, retelling). Vignette-Page 109			
4. Make inferences based on an oral report or presentation.	4. Make inferences based on an oral report or presentation.	6. Make inferences based on an oral report or presentation.	7. Make inferences based on an oral report or presentation.	
		1. Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.	1. Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.	<u>2. Evaluate the credibility of a speaker.</u>

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<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i> 2. Exhibit proficiency in integrating oral reading with listening, writing, and viewing.	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i> 2. Exhibit proficiency in integrating oral reading with listening, writing, and viewing.	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i>
		3. Critique information heard or viewed.	3. Critique information heard or viewed.	
		4. Critique oral presentations using agreed-upon criteria for evaluation (e.g., rubric). Vignette-Page 109	4. Critique oral presentations using agreed-upon criteria for evaluation (e.g., rubric). Vignette-Page 109	
				3. Determine when propaganda and argument are used in oral forms.
				4. Listen and respond appropriately to a debate.